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# School Activities

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VOL. XVIII, No. 3

NOVEMBER, 1946

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Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 35 cents. \$2.50 per year.

Entered as second class matter, December 1, 1930 at the post office at Topeka, Kansas, under the Act of March 31, 1879. All rights reserved by School Activities Publishing Company.

## As the Editor Sees It

Although practically all states have a state high school athletic association, and some of them a similar organization for forensic, publications, music, and student council activities, very, very few have a state high school activities association that embraces the entire eca program. However, everything points towards a coming emergence of such an organization headed by a full-time paid executive working under a state committee of school people. The Kansas State High School Activities Association, Mr. E. A. Thomas, Commissioner, Topeka, is pioneering in this new development, and is setting a fine example.

For various reasons, singing in the general school assembly is often an uninteresting, colorless, and largely unprofitable exercise. In his current article, Mr. Zehner explains the mechanics of making this an interesting, colorful, and profitable part of the program. Further, in many and many an assembly program we have noted how relatively few of the teachers sang. Consequently, we like Mr. Z's emphasis upon the necessity for the teachers setting a good example—and thereby also enjoying the program the more.

We thought that this practice was OUT—as it should be; but recently in the newspapers we have read of several instances in which it was reported that the college paid the coach part of his salary, usually one-half to three-fourths, and the alumni association paid the balance. Misemphasis in purpose, misemphasis in athletics, and conflicts of authority are certain to result from any such unintelligent arrangement.

Because it will soon be time for your Christmas program, may we heartily condemn one element frequently found in these affairs—the use of lighted candles or other naked-flame devices. Candle-lighting services have become popular in religious, fraternal, and educational services. Perhaps, in one way, they are prettily symbolic, but in every way they are downright dangerous and should be prohibited. Imagine, for instance, what

would happen if some individual got a bit of hot tallow on his hand or dropped his candle, or stumbling (easy to do because the flame is being watched), thrust his candle out of position. Flimsy garments and the usual decorative material would flash into flame in an instant. And in a darkened room imagine what one shriek of fear or pain would do. To emphasize—a candle-lighting service represents a flagrant violation of safety rules and should be barred.

Five years ago a number of the students of the Hollywood, California, High School, organized a Bible Study Club which has since developed into one of the most popular and important extracurricular activities of the school. Good for ANY high school!

A number of fatalities have occurred this fall because of flyers "buzzing" their homes, schools, and communities "showing off" their flying ability—and their violation of flying rules, as well as lack of common sense. Doubtless many schools have been buzzed without such fatalities. However, if you live near an airfield, it is your responsibility to take any steps necessary to prevent such dangerous grandstanding.

There are a number of photographers who make a speciality of yearbook pictures, who know the many problems and difficulties, and who, because they are specialists, can handle this job satisfactorily. A contract with a reputable company will eliminate many of these now-present headaches. Of course, the local photographer may wail, and even bring pressure to prevent such an arrangement but, after all, he does the same thing when he buys supplies, clothes or leases a studio—he trades where he can get the most and the best for his money. So with what kind of consistency can he howl?

November, time for elections again—and, obviously, a most appropriate time for those who preach and claim to teach democracy to participate in it. Far too often, in the dim, distant past, of course, teachers have forgotten the possibilities of good example-setting at election time.

# Assembly Singing

**A**SSEMBLY singing has a regular place in the curriculum of Cleveland's Thomas A. Edison Occupational School for boys. Like any community singing, it is a refresher and morale builder. The boys enjoy it. Before World War II, during the war and after, it has and is still proving its worthwhileness.

The purpose of these sings is threefold: recreational, educational, and inspirational. These aims are accomplished by learning folk songs and a few of the lighter classics, singing school songs, a few standard art songs, patriotic songs, and an occasional hymn.

A good song leader and a good piano accompanist are indispensable. The leader arranges the program, selects the songs, makes the slides on which the words are typed, and furnishes the inspiration and pep for the performance. The items of physical equipment necessary are a slide projection machine with slides, a microphone and loud speaker, and a good screen. A skilled operator is essential. Since few Thomas Edison boys read music, it has been found that slides make for a smoother running performance than music books. Books have been found to be a "bother" and even reading the words from them does not yield the unified attention that the enlarged word does on the screen.

The satisfaction gained from singing any song fairly well the first time is the immediate goal. Popular songs on the "Hit Parade" are sung on our programs, and the boys of course like them. They listen to this program and similar types regularly; they know the songs and they sing them lustily and with real enjoyment. These songs do not have to be taught in school. There is danger, however, in yielding to a demand for this type of song entirely and neglecting the more worthwhile songs. In the opinion of the writer, a 50-50 division of "popular" music on the one hand and "better" music on the other is desirable. By "better" music is meant the folk songs, light classics, art songs, etc.

The skill of the leader is tested when he introduces and tries to sell a new song, one of undoubted value but one that is unknown to most of the boys. The accompanist, who is an excellent musician, plays

ARTHUR W. ZEHETNER

*Music Director*

*Thomas A. Edison Occupational School  
Cleveland, Ohio*

it first and the boys are asked to listen. The words are then thrown on the screen and the pianist plays it again, the boys still listening. If the leader is a soloist, it might be advisable for him to sing it for the boys. Then the boys are asked to do it with leader and piano. In this type of song there must be a good tune, wholesome lyrics (a good story or sentiment) some idea that appeals to boys. One humorous song ought to be on every program.

Another approach to the classics is through the popular song patterned after a classical melody and given a popular setting. Examples are "Tonight We Love" (Tchaikowsky), "Till the End of Time" (Grieg), "I'm Always Chasing Rainbows" (Rachmanninoff), and "My Reverie" (De Bussey). The accompanist plays the piece in its original setting and then the boys sing it in the popular version. The boy then has a greater respect for the classics, and may even get to enjoy them as well or better than the popular version.

Integrated programs on one theme have been presented and have been enjoyed by the boys. An example is "American Music and Composers." This program consisted of Indian music, a negro spiritual and some well known composers such as Sousa, Victor Herbert, Nevin and McDowell. Another example was a program on "Rivers." This involved an imaginary journey along well known rivers and the boys sang "Beautiful Ohio," "Ole Man River," "Missouri Waltz," "The Volga Boatman," "Moonlight on the Colorado," "Swanee River," etc. Still another example was a showing of some of the world's noted paintings in slides and appropriate correlative music was played by the teachers. This was a listening program and was enjoyed by the boys. Participation by boys with vocal or instrumental talent is invited, and boys play solos or duets on their saxes, accordians, drums and sing solos of their own choosing. This makes for variety and all soloists are applauded roundly. Good instrumental material may thus be uncovered for the instrumental groups,

and boys with vocal talent are discovered for the Glee Clubs and for the school shows.

Occasionally, but not too often, the boys are invited to whistle a rousing march like the trio of "Stars and Stripes Forever" by Sousa, "On the Mall" by Goldman, or the chorus of a football marching song.

These singing classes are held once a week, and approximately 300 boys are in a class. Since a number of classes which ordinarily meet that period are not held, the teachers thus released are assigned to the auditorium with their classes for at-

tendance-taking and supervision. The enthusiasm with which teachers participate in the singing is a contributing factor in the success of the sings. Enthusiastic teacher participation may even destroy the impression many students have that teachers are "old foggies" and don't know how to enjoy life.

The Edison type of sing group is recommended to any school which is trying to build school morale, to provide a healthful outlet for tense minds occupied in the every day problems of living, and to introduce features into the curriculum which are popular with the students.

## Free Medical Care for all the People

**R**ESOLVED: That the Federal Government Should Provide a System of Complete Medical Care Available to All Citizens at Public Expense.

### THE AFFIRMATIVE CASE

When the debater starts his initial reading in preparation of the debate topic for the present year, it is probable that he will reach the conclusion that most of the evidence and proof is in favor of the negative side. He will naturally turn to the medical journals when attempting to study the problem of free medical care for all of the people. It will not take long for him to realize that the members of the medical association are opposed to the plan that is being defended by the affirmative, and if his study stops with only a hasty survey of the sources of material upon this problem, he may complete his study still believing that there is really no affirmative side to the debate question.

We are assuming, of course, that the average high school debater will make no halfhearted attack upon this problem for debate. We feel certain that the high school student who wants to make a thorough study of this question will take the time to study all of the sources of material and that he will soon reach the conclusion that it is not a one-sided topic.

A series of events have combined to make the subject of providing free medical care for all citizens at public expense an important one at the present time. The first rumblings for the establishment of such a system started with the Report of the Committee on the Costs of Medical

HAROLD E. GIBSON  
*Coach of Debate*  
*MacMurray College*  
*Jacksonville, Illinois*

Care in 1932. This Committee made a five-year study of medical conditions in this country, and closed its investigation with certain recommendations that could greatly alter the system of medical care in this country.

The report exploded many supposedly time worn truths about medical care. The old idea that the indigent patient was given proper medical care on a charity basis was shown to be false. The idea that philanthropic organizations paid a large portion of the costs of medical care was also disproved when it was shown that such groups pay no more than 5% of the costs of medical care, while the patients themselves bear 79% of the cost. Even the old myth that all doctors are getting rich and that merely to be a physician is to be on the road to riches was exposed when it was shown that the average physician received only \$2,500 income in 1930.

While almost everybody seemed to be interested in the problems of health, this report showed that very few people had any idea of the amount of medical care that was available to all of the people in the United States. It showed that there was one hospital bed for every 749 persons in South Carolina and one for every 154 in Wisconsin. That people of Toombs County Georgia had to travel from 100 to 200 miles to get proper hospital attention was pointed out. Physicians were

improperly paid, with at least 17% receiving less than \$1,600 per year. The report went on to show that while there was a satisfactory distribution of doctors in Vermont, under the existing system of medicine only 40% of the people ever see a doctor.

In the field of dental care conditions were even worse. Less than 10% of the people with incomes below \$1200 received any dental care, and only 15.5% of the group earning from \$1200 to \$2000 received dental care. It must be remembered that these conditions existed in the period from 1927 to 1932, but they are part of the basis for the present demand for a system of free medical care in the United States.

### THE PRESENT DEMAND FOR CHANGE

The figures that have been stated above were the cause for a demand by certain people for the adoption of a system of free medical care during the period from 1934 to 1940. At the time, only the more liberal individuals were willing to admit that there was a need for the adoption of the plan that the affirmative is now proposing. With the coming of World War II, there developed a changing attitude upon the part of the American people regarding national health. The people were shocked to learn that 39.2 per cent of American boys of draft age were rejected for military service as being unfit. Among the negroes examined, the rejection rate was 56.9 per cent. Then at a time when the nation needed all of its man power we were forced to reject over one-third of the boys registered for selective service. Such a condition could not be made public without creating a demand that something be done to remedy the situation. A plan of medical care that was free to all citizens seemed to be the answer.

### A NEW IDEA ABOUT HEALTH

During the last few years there has developed an entirely new idea regarding health in this country. The former underlying philosophy regarding health was that it was an individual matter between the patient and his doctor. Today many people are holding to the belief that health is a matter that is of concern to the state just as old age pensions, social security, and workmen's compensation are now considered as being matters of concern to the federal government. How far this new idea about health will go no one can tell.

This in fact is the main point of contention in this year's debate topic.

The outstanding proposal for the adoption of a system of free medical care for all people is the Wagner-Murray-Dingell Bill that is being considered in Congress today. On November 19, 1945 President Truman made an appeal to Congress asking that some form of National Health Insurance be provided in this country. When the President and Congress have reached the point where they are willing to present a definite plan for providing free medical care to all of the people, we have reached a position where the matter must be given full consideration.

The Wagner-Murray-Dingell Bill, if passed, will make medical service available to all workers and their legal dependents, and to all people receiving retirement or survivors' benefits. Any person who is not specifically included in the plan may participate by paying a small fee into the Federal account. The coverage not only includes all workers in industry, but in addition includes agricultural and domestic workers, employees of non-profit organizations and self-employed individuals. These latter persons are not included in the Social Security plan.

The benefits to be derived include all needed services in medical care. The patient may select his own doctor and he may receive the services of a specialist when his own doctor feels that such services are needed. Also included are hospital care for at least 60 days and laboratory services. Dental and home nursing services are included, but they will be curtailed at first because of a lack of trained personnel.

The program will be financed primarily by grants from the Federal government to the states. These Federal grants will pay for from 50 to 75 per cent of the program, depending upon the ability of the state to provide adequate medical care. The total program will be administered by the U. S. Public Health Service, with the U. S. Children's Bureau administering the child care program and the Social Security Board taking care of the medical needs of indigent people.

Doctors will receive incomes adequate to meet their customary annual incomes and commensurate with their skill, experience, and responsibility. In order to pay the costs of medical care each individual will pay to the U. S. Treasury a sum

equal to 3 per cent of his annual income up to \$3,600 per year.

#### A DISCUSSION OF THE MEANING AND TERMS OF THIS DEBATE QUESTION

**"THAT THE FEDERAL GOVERNMENT":** By the term **THE FEDERAL GOVERNMENT** we mean the government of the United States acting through its legally elected representatives. Under our Constitution, the right to pass a law providing free medical care to all citizens of the United States is vested in Congress. When this specific question is studied, it should become apparent that all the affirmative has to do is to prove that their system of free medical care is provided by the federal government even though the administration of the plan may be done by the individual states.

**"A SYSTEM OF COMPLETE MEDICAL CARE":** The term **"COMPLETE MEDICAL CARE"** leaves only one interpretation of just what is meant by the framers of this question. Each citizen is to have an opportunity to receive all medical care that he needs to enable him to take his place in society as a wage earner in the event of a serious or minor illness. The affirmative proposal must be one that includes the care of the general practitioner, complete hospitalization, dental care, spectacles and dentures, the service of specialists, laboratory services, and care in sanitoriums when needed. When the term **"A SYSTEM"** was included, it indicated that the federal government should establish a general plan for the financing and administration of the system.

**"AVAILABLE TO ALL CITIZENS":** The term **"AVAILABLE"** means that medical care under the proposed affirmative plan should be so distributed that all people can have the services of general practitioners, specialists, hospitalization, and all of the other services that are generally included in complete medical care. It is important that these services be easily accessible to all citizens, regardless of where they live. In order to provide these services, it will be necessary to build hospitals in certain sections where none are now available and to locate doctors in areas where they are unable to make a living at the present time.

**"TO ALL CITIZENS"** makes this plan all-inclusive. The medical care will be available to all wage earners, commercial

workers, agricultural workers, domestic workers and persons who operate their own business. It will also include individuals who are not employed and therefore do not pay into the fund. The Wagner-Murray-Dingell Bill provides that a fund equal to 3 percent of the total wages paid to all workers up to \$3,600 per year shall be provided to finance the system. It thus becomes apparent that many people will receive complete medical care who do not pay anything into the system. While complete medical care will be available to all citizens, this question does not mean that all of the people in the country will be forced to use the medical facilities that are provided. Any citizen may go to a doctor just as he does today and pay his bill as is now done under private medicine. Likewise any doctor may refuse to enter into the system of medical care that will be provided under this system.

**"AT PUBLIC EXPENSE":** The term **"AT PUBLIC EXPENSE"** indicates that no charge will be made to the patient for medical services received under the affirmative proposal. In order to have any plan that is operated at public expense, it is necessary for the government to have some method of paying the bill. In the case of medical care, the proposal is to tax the people by taking 3 per cent of their wages up to \$3,600 per year. When this is collected, the federal government will distribute the funds, thus meeting the qualification of the question that the federal government shall provide the medical care at public expense. The negative team cannot claim that such a system as proposed in the Wagner-Murray-Dingell Bill is not a plan of medical care at public expense, since the workers must pay 3 per cent of their income into the fund. This is a fair method of taxation.

#### EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

**THE DILEMMA:** The dilemma is a method of strategy that may be used in debate by either the affirmative or the negative teams. This strategy consists of asking your opponents a question that has two very obvious answers. This question should be so worded that, no matter which of the two answers your opponent may select, his argument will be weakened by the choice. When properly used, the dilemma is one of the most effective methods of debate strategy known.

(Continued on page 86)

# The "Weakly" Composition

**N**O, THERE'S nothing wrong with the spelling of the second word in that title! That is exactly the way it was meant to be spelled. Unfortunately, that is precisely the way such mechanically assigned compositions all too frequently turn out in the classroom.

English teachers are harried and hard-pressed with a multiplicity of duties and details. Often, written work is assigned because of some vaguely conceived idea of salutary class discipline; or because, whether the pupils are or not, the teacher is interested in that particular subject, composition. Pupils object to it, first of all, because it is an assignment and because all assignments are to them, utterly purposeless. Then, too, there is the obscure, half-realized feeling that composition work is wasted effort, since no one will ever see the finished product except the teacher.

In such cases most student-written compositions are prepared primarily to avoid the onus of a failing grade. Such a stimulus is not apt to produce an inspired piece of work. Lacking the facilities for providing adequate recognition for written work, rare indeed is the teacher who can devise means of arousing interest in, and lasting enthusiasm for, that work.

Properly conducted, Journalism is a course tailor-made for supplying the deficiency noted above. It is not necessary for the instructor to cast about in search of a means of motivating written work. The motivation exists in the school paper, in the school yearbook, and perhaps in the school magazine. Few stimuli to creative effort are stronger than that of seeing one's name in print—of seeing an essay, a story, or a poem one has written set up in type and displayed for all the world to see in the columns of a periodical. Competition for placement—for space—is keen in a live journalism class. It is the healthy competition of a genuine interest in writing and a desire to see that writing reproduced. More than that, the budding newsman will strive mightily to see that his reporting is as accurate and as free from errors as he can make it. He does not want his schoolmates to laugh at him because he has advertised in the public print his inability to spell or punctuate properly.

In addition to creating in the student a

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desire to write, journalism also provides a constant reminder of the necessity for accurate and concise expression. Through learning to construct the several types of leads, the student unconsciously develops the desire to make all his writing and speaking less monotonous by means of alterations in sentence structure. In seeking to make his work more attention-getting, he must perforce extend the limits of his vocabulary. Meeting the deadline gives him an entirely new outlook on promptness and the necessity for performing a certain piece of work in a given length of time. All the bugbears of grammar take on a fresh significance, and the bewildered student begins to perceive order emerging out of the customary verbal chaos.

The very act of producing a newspaper, if only a school paper, through community of efforts imparts to the participant an appreciation for the sociological aspects of life. A great deal can be learned about the give-and-take of living and working together day by day with one's fellowman; and such knowledge, although acquired more or less subconsciously, may one day prove to be of inestimable value. It is the type of experience which will some time pay dividends to the adult in his associations with other adults on an equal basis.

Study of the history of journalism, with special attention to the outstanding personalities in the field of news production, will give the student a more sympathetic feeling for the unbroken tradition of the art of writing than the ordinary course in the history of literature could ever do. This is true because he feels himself, however infinitesimally, a part of that tradition. The foreign correspondents, particularly of the last war, have further romanticized the writer's craft so that it offers a new and strengthened appeal to the adventurous spirit of youth.

Finally, study and demonstration of the multitudinous details and operations that are a part of modern newspaper produc-

tion—the various trades and skills that help make it possible for us to scan our daily paper—implant in the mind of the student a true conception of what is meant by democracy in action. He learns to respect freedom generally through his understanding of what is meant by freedom of the press; and his desire to preserve that freedom grows as the forces which threaten it become increasingly obvious to him.

A course in journalism, in short, seems to answer many of the questions posed by modern education. It offers a tested and thoroughly satisfactory motivation for developing skill in writing and in rhetoric generally. Students who shun written work like the plague find themselves, often to their own amazement, writing not one but several compositions every week—and enjoying the experience. Journalism provides, in addition, a survey of the fields that are integral parts of current humanities. Social and literary history, human relationships, and a tolerant approach to the dignity implicit in individual liberty—all these are directly or indirectly promoted by a writing course which makes of writing a task that is thoroughly respected and frequently pleasant.

## Sophomores Entertain at Christmas Party

MARY V. HAILE

*Sophomore Class Sponsor,  
High School,  
Upper Marlboro, Maryland*

**T**HE Sophomore Class of Upper Marlboro High School, Maryland, entertained the Freshman Class and the Seventh Grade, last December 21, at what was called a Regulated Junior High School Party.

The party began with the twenty-six minute noon recess period and continued through the forty-minute activity period which follows.

Pupils brought their lunches, instead of going to the cafeteria that day, and found their places at small two-couple tables. The pupils were told beforehand at what number table they would sit, but not who their table mates would be. The four sitting together were drawn from the var-

ious home rooms of the three classes, with the purpose of mixing the pupils.

A Sophomore acted as host, or hostess, at each table, and several girls of the class acted as head hostesses.

After eating their sandwiches, they were served punch and cookies, and the refreshments were over, except that the punch cups were refilled from time to time later.

A contest based on twenty Christmas words, with the letters of each word scrambled, followed the lunch. Couples unscrambled the words, and the couple finishing first received a prize. The words used were: greetings, holly, eve, gifts, star, reindeer, Santa Claus, mistletoe, Bethlehem, shepherds, tree, nuts, stockings, holiday, angels, presents, manger, wise men, merry, and Christmas. The words were typed on a slips of paper and attached to red cardboard backgrounds by means of Christmas seals.

A reading, "The Meaning of Christmas", was given by a Sophomore girl.

All the pupils next lined up in teams of twenty, the first five tables forming the first team, etc., and falling in behind appointed leaders, contested in a relay of bean bag throwing. The shop boys had made the bean boards, and the Home Economics girls had made the bean bags. The winning team received a prize.

The boys and girls then sang several Christmas carols around the piano before returning to their tables in preparation for the arrival of Santa Claus.

Santa made a few remarks and his assistants then passed out a gift to each pupil. The gifts had been turned in previously by the pupils, all of whom exchanged names in their respective home rooms. The Sophomores were thus relieved of buying but one gift each. The cost of gifts was limited to twenty-five cents each.

After this, a Paul Jones number by about twelve couples who had volunteered beforehand, demonstrated to the younger pupils how partners are thus exchanged. From then on for about twenty minutes the pupils danced or played games until the end of the period.

Announcements and instructions were made over the loud-speaking system.

The plans for the party were worked out with the purpose in mind of handling a large group and a full program in the

(Continued on page 104)

# Gossip Column Substitutes

SYBILLA A. PAYNTER

Adviser, *The Acorn*,  
Oakland High School,  
Oakland, Maryland

I have been asked to speak on the topic, "Gossip Column Substitutes." I like to think that I was selected for this phase of particular gift of speech or persuasion, but newspaper work, not because I have any because the staff of the publication that I sponsor has in the past few years eliminated, successfully I think, the gossip column.

Before discussing the "how" or the way this was accomplished, perhaps we had better turn to one of the important "five w's" and understand *why* this substitution was necessary. The arguments that I have to offer are ones that you possibly have heard repeated by your adviser over and over in defense of her decision. "No gossip column!" Any one of them is a basis for excluding this type of feature from a serious, grown-up publication; together they constitute an irrefutable justification of its removal.

Since one of the main purposes of any publication is to give the news, let's examine a typical item from one of these columns for its new values. "Some of the basketball boys help make up a good pair as well as a fine team." Then follows the names of some current couples. If your paper is a weekly one, this choice piece of information *may* be news. If your paper comes out less frequently, you would have quite a time juggling the names in order to keep up with the changes of affection among the team and to have the right names linked together on the day of publication. Nor could you be sure that a few days would not undo all your efforts.

If you do manage, however, to "hit the mark" in some of the items—what then? Put your name in place of one mentioned and try to imagine your reactions. Would you like all the world—and what's more important that small portion of the world, your parents—to know that you and Jane are "that way"? Some of the thrill and the privacy is lost; it's shared with too many others.

Often remarks are made that may hurt deeply because of a reference to a handi-

cap, a racial difference, or some other aspect of a person's life that cannot be helped or that is not actually a stigma upon the girl, boy, or teacher. When references of this sort are made, they often tend toward libel, for the person is exposed to public ridicule or contempt. I don't know if a school staff was ever sued for a libelous statement or not, but I'm sure there have been occasions when it was possible. Speaking as an adviser, I should dislike to face an irate parent or teacher and attempt to justify or verify some subtle inference that he might question. An adviser's life is too full of routine worries to invite additional ones.

Since there are so many reasons for not having a gossip column, why are they so common in certain school newspapers and so hard to eliminate? You yourselves have probably asked your adviser "Why shouldn't we have gossip in our paper? Names make news and there are plenty of names here."

Names *do* make news, but this type of column is a lazy, unethical way of fulfilling this aim. Many times the contributions to the column are from members of the student body not on the staff and are not signed. An editor who allows unsigned articles to be printed has no way to verify the facts.

Other arguments are that other schools have "dirt" columns—a very appropriate name—or that the students want them and kick if the paper hasn't one. The first statement (other schools have them) is only partially true. A glance through exchanges from schools that rate high in journalism contests will refute this reasoning. The latter statement (students want them) can not be tossed aside lightly, for the paper should, in my opinion, give the students what they want as well as serve the principles of journalism.

This sounds as though I am now advocating just what I have been condemning. But the theory of giving the students what they want can be approached by another angle. With some ingenuity on the part of the staff, the student body can be led to want what the paper gives it. The result is the same, student interest, but on the desired level.

When I first began teaching, I inherited the position as adviser for the school pa-

per. I was in a strange and rather bewildering land; so, at first, I felt my way very carefully, hesitating to change any aspect of the paper. It was during my second year that a few staff members and I attended our first press convention here at Columbia University. When we began hashing over the ideas and suggestions acquired, each one of us felt that the first job we had was to toss out the gossip column.

At the beginning of last year the law was laid down, prefaced by remarks similar to the ones I have made to you. There were many low grumbings and this-is-the-end-of-the-paper-looks, but they were ignored.

Naturally, I was quite anxious to see what substitutes would be offered. As the issues came and went I was rather surprised, and very pleased, to see how well the expected gap was filled.

One of the first substitutes was based on classroom activities—original experiments in science class that were carried on by students with initiative and creative ability: projects in drama such as miniature stage sets, dolls in character costumes, replicas of Elizabethan stage sets; student names and varied interests as illustrated by topics chosen for term papers.

Themes written for English courses often revealed interesting hobbies or trips. These students were interviewed and presented in the paper in various ways. Some were of enough interest to warrant a story; others were included in special columns, such as Introducing, Hobbies, Vacation Days, etc.

Because most students enjoy guessing games, these were used with names of students as the answers. The "Who Am I?" type was used with clues in rhyme form.

Contests for various unofficial positions are often popular, but these have one important disadvantage. The names of outstanding students appear frequently enough in school news. There is a greater number of pupils whose names do not appear and whose interest would be aroused by seeing, just once, their names in print.

Everyone has a birthday. Not an astounding piece of news, but still an unlimited source for names from every section in the school. From an article in *Quill and Scroll* by Marie Mudra of Farragut High School, Chicago, Illinois, comes an

excellent means of presenting these names. Names and birthdays of students, are linked with those of outstanding men and women or of holidays and made interesting with a lively comment.

Teen age problems can be discussed in a manner similar to the way magazines such as *Seventeen* or *Senior Scholastic*, do. Questions are asked by the readers and answered by a staff member or a poll of student opinion is taken. Rules of etiquette provide much material for discussion in columns of this sort.

An "Inquiring Reporter" column may be used to reach a wide variety of pupils. If serious problems are discussed and thoughtful answers printed, parents and other adults who read the paper will be aware that high school students have their serious moments and their opinion about national and international affairs.

The humor column of a paper may serve as a means for names in the news. Boners made in a classroom are often humorous. If they are treated as humorous and not ridiculous, students, and teachers as well, do not object.

Teachers are often a source of interesting stories. On the first day of school, our paper puts out a small edition that serves as a handbook for freshmen and new pupils. New teachers are interviewed and introduced to the student body. Teachers returning to the school have unusual vacation experiences to relate. Character sketches of teachers with a summary of subjects and activities interest pupils both new and old.

Upperclassmen may not be genuinely interested in what freshmen do and say, but the freshman class is normally the largest class in school. In order to make these first-year pupils feel at home and a part of the school activities, we have several freshmen reporters whose duty is to see that their classmates' names appear whenever possible in the column set aside for that purpose.

As a parting reminder I should like to quote from the article in *Quill and Scroll* that I have previously mentioned:

"When tempted to gossip, ask yourself, 'Would I like my name to appear in that relationship? Would it be embarrassing or hurt me, reflect on my character, be misconstrued or does it take a dig at someone?'"

If the answer is yes—don't do it."  
—BY PERMISSION OF *The School Press Review*

# Directing the Class Play

"Hello, Miss Jones. We are so very happy to welcome you to our faculty. You will be the sponsor of the Junior Class. Your main extracurricular function will be to direct the Junior Class Play." Because this happens to so many teachers, it is time someone tried to give the poor teacher-director a little assistance, instead of having her blindly stumbling through a play and then ever after declaring that she will never, never again direct a play.

The first problem to be considered by the director is the selection of the play. Many schools let the class do this, but pity the poor teacher who has to direct the play that has been so selected. The teacher should help to decide upon the play, so that she can steer the decision. A good method in doing this is to have a reading committee who either meets to read plays aloud, or whose members read plays individually and then get together to discuss those read.

Several thoughts to have in mind while selecting the play are: Are there enough people to cast this play? Can it be handled with the equipment on hand? Is it a play that high school students can make successful or is it too mature? What is the royalty on the play? Can we afford to pay this much royalty?

After the play has been selected and the scripts received, the teacher should do a little individual work on the play. Many plays have lines in them that are not suitable to certain localities and communities, so the director must be sure these lines are changed or deleted.

Next comes the casting of the play. If the teacher is lucky enough to have the entire school or a large class to select from, she is indeed fortunate, as many schools have classes of ten to fifteen students who all expect to have a part in their play, and no one from another class is allowed to try out. In casting a play, a dependable student should be selected for assistant director, as it is on his shoulders, as well as on the shoulders of the teacher, that the success of the show rests.

After the cast has been posted on the bulletin board, members should be told to report for first rehearsal. Here the scripts are cut, each student doing his own according to the director's direction, and

CHARLENE RIES ROTH

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Basin, Wyoming*

the rules of the production are laid down. Rehearsal schedules are handed out, and students are asked to appear on time. If it is impossible for them to arrive promptly, they should notify the director, or student director, before rehearsal time and present a good excuse.

As to the rehearsal schedule, the teacher should allow four weeks for a three-act play—that is, one week for each act and the last week for special rehearsals of scenes that need polish. The schedule might read like this:

Monday: Read and block out action of first act.

Tuesday: Go through entire act twice, using scripts.

Wednesday: Go through entire act twice, using scripts.

Thursday: Entire act. No scripts allowed on stage whatsoever.

Friday: Go through act again. No scripts. No prompting unless absolutely necessary.

This same schedule should be used for the next two weeks, except that on Friday nights the cast should go through previous act, or acts, in order to keep lines fresh in mind.

The fourth week should be built on the following pattern:

Monday: Go through the entire play, stopping to work on rough spots but getting through entire production.

Tuesday: Go through entire play, using properties.

Wednesday: Costume rehearsal. Do entire play with costume changes.

Thursday: Dress rehearsal. Use all costumes and properties in proper setting. Last complete rehearsal.

Friday: During the day, run through any scenes that need special work. It is advisable to allow the cast to stay home and relax Friday night so that they will be fresh for Saturday's show.

Opening night, the cast should arrive with ample time to dress and don make-up. Once the make-up is on, members should not be allowed to communicate or mingle with the audience in any way.

Something usually happens at the last minute which makes it appear that the performance will be a failure, but if the director keeps calm, things can be straightened out.

Some helpful hints to remember might be classed as twelve rules of performance. They are:

1. The play should never run over two hours, as that is as long as most casts can hold the undivided attention of the audience.

2. Additional entertainment should not be run in between the acts, as this breaks the train of thought. The lights should be turned to let the audience visit while the intermission is made as short as possible.

3. The student director should attend all rehearsals. He holds the book at the final production and gives any cues necessary.

4. The director should co-operate and insist upon cooperation.

5. Students should think the play through, not memorize lines. Then if something happens, they can get the play back on schedule by ad libbing.

6. Student director should prompt by

hints and make cast think through lines except at actual performance. This night, students really should not need any prompting.

7. Skirt lines and neck lines of costumes should be checked carefully, as skirts look shorter and neck lines lower on the stage than they do when off the stage.

8. Color combinations should be checked to see that colors do not fight on the stage.

9. The cast should never be allowed to peak through the curtains after the audience starts to arrive. This is over-amateurish and also incites stage fright.

10. The stage as a room with four walls, and players should look toward the fourth wall, but never directly at the audience.

11. In blocking out the action, the director should always see that no one stands in front of anyone else.

12. In holding and reaching for things on the stage, members of the cast should be instructed always to use the upstage hand, when sitting and starting to rise, or when starting to walk, always place weight on the upstage foot, never turn to close doors, but close them tightly with hand behind.

## Henry Aldrich in Our Town

**C**ALLING "H-e-n-r-y, Henry Aldrich!" Results—a more cooperative, confident home room.

I teach in a small town high school of 400 where the procedure for allotting home room period meetings is one period once a week. In my first year of teaching I was given a group of 32 ninth graders. All but a few worked after school. The majority worked on farms outside of town—boys and girls alike getting up between 5:30 and 6 A. M. to do their morning chores. The town students in my room clerked in the local stores, or buzzed around behind the counter of a soda shop in a characteristic, starched efficient manner, taking in the chatter, actions, and orders of junior college girls who patronized the coke fountains daily after school.

The September I went into this system, I asked this particular home room group if we had any responsibilities for the school year. They said no, only an assembly program and THAT nobody ever did anything about, except rent a movie, ask

LAURETTE CONNORS

*Guidance Director,  
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some school musicians to play, or get some professor down from the college to speak. That's all. They always put the freshmen program off until March, "and anything goes then, because they don't expect much from ninth graders."

"Anyway," one boy summed up, "bet you'll have a terrible time getting someone from this room to go up on the stage to read the Bible."

I was challenged.

"Why?" I wanted to know.

"Don't you realize we never saw an auditorium in our district schools, so how can any of us get up there without even an instrument to hide behind?"

They had called my bluff, for I couldn't conceive a program of tuba quartets or

trios slapping bass fiddles....I changed the subject.

"How many of you have ever heard of Joan Caulfield?"

Someone supplied us with information about her stage appearances, and a few ardent movie fans knew she was making a movie 'Susie Slagle', also being booked for another try out with Bob Hope in Hollywood.

"When I was in the eighth grade (teacher speaking), Joan was in seventh where I was attending school. At the time of the try-outs for the big school production of the year, an operetta, she was so scared of standing in front of people that she would only try out for the last row in the chorus."

"She's doing all right now though!".... Approval had been voiced by someone in the group.

A visual-aids addict wanted to know if I had any pictures which they might see from that operetta. Every eye watched to see what I would say. I told them I'd bring a picture if they all would promise to take part in the assembly program we were responsible for in March. Probably because the Ides of March were so far away and because of the uncertainty of the word of a new teacher, they said they would like to see a star pre-Hollywood and that they would all take part in an assembly program.

Nothing more was said by the teacher about our agreement during the first half year. Occasionally someone would come to me privately with a suggestion for our March program, and two girls took it upon themselves to read every play available in the school and town libraries, looking for "something good."

Of all the individuals in that group, the ones you would probably first notice were the class comedian, whose laugh had more turbulence than the rest; another boy was quiet and entirely bald; Albert was shy to the point of rarely getting his eyes up from his feet when addressed; and Anna, a pretty dainty girl, had the boys in the room anxious to please her.

When February came, I reminded the group of their promise made last fall. They were concerned and confused. What could they do? I wrote on the board three things I had been taught assembly programs were to do—inspire, inform, or entertain the audience. Then I sat back.

Their discussion that bombarded Room 35 favored entertainment, and the class comedian began to look worried. Nobody

had time to fuss with scenery. The school had none, so a radio program began to take shape. Someone was appointed to ask the janitor if the mike and loud speaker system that was once used at graduation could be borrowed. By a vote, their favorite radio program of the moment proved to be Henry Aldrich.

New baseball equipment had just come from the supply house for the spring season. A few boys decided to ask Coach if they could borrow a few new hats and a glove to model. Somehow they could be written into the script. Henry Aldrich could be living in our town, they reasoned, doing the things we do. Out of this reasoning came the title "Henry Aldrich in Our Town", and like the show in New York "Our Town", there wasn't any scenery except a bench.

I thought the students showed a sensitivity to others' feelings when they asked Albert to be in charge of equipment. That meant his work would be behind the curtain, and his smile of acceptance of the job showed relief. Another thoughtful move from the group was the election of the baldheaded boy for the curtain puller.

The biggest problem came next. How could a play be written to include everyone when all but six were boys? They discussed all extremes of possibilities. Some suggestions were rare, and their decision was choicely adolescent. Every student was written into the script or put in charge of equipment. Two girls took charge of clothes. All were sworn to secrecy, because someone thought that if the show was not going over, at least they would startle the audience.

The "hush-hush" plot to include the overbalance of boys in the room included a nightmare sequence of Henry's in which there was a fashion show of boys modeling girls clothing. The skit, bizarre as it may sound now, was received by a delighted audience.

When the curtain had entirely closed, each of the thirty-two was called out front, and his job was mentioned as he appeared. Not one of the class minded facing the cheering group. After returning backstage, the home room felt they had clicked, and I felt they were closer to one another in understanding cooperation and certainly more confident in themselves. Their type of program was in demand, for in a few weeks when a new community center had its gala opening night, a repeat per-

formance of "Henry Aldrich in Our Town" was voted as the feature attraction by the youth of the town.

### Free Medical Care For All the People

(Continued from page 76)

#### SAMPLE AFFIRMATIVE DILEMMAS

*Question:* Do the members of the negative team believe that there is a better system of providing complete medical care than the proposal of the affirmative to have this care provided at the expense of the federal government?

*If They Answer Yes!*—When the negative team gives us such an answer, they are admitting that, although the affirmative proposal of federally supported public medicine would give complete medical care to all citizens, they have a system that would do this job better. When they make such a statement they are in effect showing up one of the weaknesses of their own case. They are pointing out the need for a radical change in the system of medical care that the people of the United States are receiving today.

The stand of the negative team may be summed up as follows: (1) they feel that the present system of medical care afforded to the American people is not satisfactory; (2) they do not want the affirmative proposal of complete medical care available to all citizens at federal expense; and (3), in view of their first two contentions, they are forced to present some new system for providing complete medical care since they are not willing to admit that either of the first two plans mentioned will do the job. This means that the negative debaters will be forced to present and defend a new plan of medical care, and in so doing they will be assuming the burden of proving that this new system is a better one than the one proposed by the affirmative.

When the negative debaters make the statement that there is a better method of providing complete medical care to all of the people than the affirmative proposal of federally provided medicine, they must explain this better system in detail. They must show how it will be financed, how it will be administered, what benefits it will have that cannot be found in the affirmative plan, how it will remedy the

evils that exist in our present system of medicine, and above all they must show that it will provide medical care to *all citizens*.

In conclusion, we must point out that the negative have assumed a great burden of proof in this debate when they have boldly stated that there is a better system of providing complete medical care to all citizens than the affirmative proposal. As soon as they present this better plan, we will point out just how it is not as effective as the plan of federally financed medical care for all citizens.

*If They Answer No!*—The negative debaters have admitted the case of the affirmative when they say that there is no better way of providing complete medical care for all citizens than a plan by which this care is given at public expense. The only point that needs to be established is that complete medical care for all people is a good thing for the nation. Since we feel that almost everybody will admit that it is better for the nation to have a system of adequate medical care for everybody than to have a plan where fully one third of the people receive inadequate medical care, it logically follows that the affirmative proposal is the best for the nation. The members of the negative team have virtually admitted this point.

This is the first of a series of four articles on the current high school debate topic. Harold E. Gibson will present the negative case next month.

## Campus Clickers Club

HUGH DUNAGAN

*Principal,  
Senior High School,  
Dayton, Texas*

**P**HOTOGRAPHY work was begun at Dayton High School about four years ago, when a graduate donated his personal equipment to the school. Since that time, we have been gradually adding to our equipment until today we have a fairly well equipped darkroom.

Our present Club meets two nights each month. Membership is by election by members of the club.

The students are receiving training in such items as composition and taking of pictures, choice of films and paper, developing of negatives, printing, and enlarging. Not only is it an amusing pastime,

but it gives skill of a type that will be useful to students later in almost any occupation they might choose.

We have purchased about two hundred dollars worth of equipment and materials in one year. Some of our recently acquired possessions are a Cycon automatic printer, a Federal enlarger, a photo-print dryer, and a circulating washer.

The Clickers are not a commercial enlarging and printing concern, but they must finance their club by some means. The club does photography work for nominal charges. Clickers develop films in a maximum of three days, get forty cents for developing size 127 films and forty-five cents for other sizes. This includes the developing of the negatives and the making of a print from each negative. For five cents per copy, prints are made from any negative that is turned in, 5x7 enlargements cost fifteen cents, and 8x10 enlargements, twenty-five cents.

The Clickers make personalized valentines for the student body and were swamped with requests from the school patrons last February. They have offered a "special" in regular picture post cards with a picture on one side and a place for the address and correspondence on the other. Any negative furnished by an individual will be used, or they will take a snapshot of any person, provided he purchases as many as six of the postcards with the picture on them. Examples of these are posted at various places on the campus.

Nearly all members have a dark room and photography equipment at home. It is expected that this interest in photography will carry over from high school days and become a vocation in later life. Whether it does become a vocation or not it will always be their number-one hobby.

## "The Holy Grail", A Christmas Tradition

BURNELL LAMB

*Principal,*

*Junior Senior High School,*

*Maryville, Missouri*

THE "Christmas Pageant of The Holy Grail", by W. Russell Bowie, was first presented in Maryville High School in

December of 1931, and has been repeated each Christmas season since.

The story is of King Arthur and his Knights—who seek to restore the Holy Grail to their midst. In a dream, King Arthur sees Mary and Joseph and the Christ child in the manger. They are visited by two angels, two shepherds, and the three wise men who bring gifts—one of which presents to the angel The Holy Grail. The King is impelled to send his Knights in search of The Holy Grail.

The Knights return, each bringing gifts which are placed before the altar. No gifts include the Grail until Lancelot brings Sir Galahad, who is symbolic of the purity of youth. The Angels carrying The Holy Grail appear, and Galahad is seated in Seige Perilous, which for so many years has been vacant, and the hall resounds again with Christmas music.

The Pageant, which is entirely in pantomime, is dependent upon the creating of an atmosphere by the Reader, upon the Christmas music, and upon the spirit of the cast.

The properties are rather simple. The altar was a replica of the one in the chapel in the St. Francis Hospital of our city and was copied by the art department and constructed by the vocational agriculture department.

The throne of King Arthur and manger were constructed by the members of the senior class under the supervision of the senior class under the supervision of the agriculture department. The science department had charge of the lighting effects. The costuming was supervised by the home economics department. A part of the costumes were loaned by a local lodge.

The music was provided by the triple trio from the music department.

The cast consisted of fourteen boys and nine girls, besides the Reader. The characters in the cast portray the following: King Arthur, two angels, Joseph, Mary, two shepherds, three wise men, page, Sir Launcelot, Sir Bedivere, Sir Gareth, Sir Tristram, Sir Modred, Sir Galahad, and four damsels.

The value and pleasure given by the Pageant is proved by the continued interest year after year and the often heard expression by the Freshman, "I hope I'll be in the cast when I become a senior."

# A High School of Champions

**A** CERTAIN classroom at South St. Paul High School, Minnesota, is decorated with many colorful pennants, plaques, and ribbons which proclaim the success of the school's teen-age speakers. One of the most popular extracurricular activities in this high school is speech, in which 100 to 150 students take part each year. With 153 members in the National Forensic League, national honorary speech society, South St. Paul High School has the distinction of being the nation's third largest chapter.

For the past five years, South St. Paul has placed first in the NFL tournaments. In the 1946 State high school speech tournament, South St. Paul got more students into the State finals than did any other high school in Minnesota. Every year, South St. Paul debaters reach the State finals, while the school's speakers in other events make the finals almost every year. Annually these youthful speakers win first, second, third and fourth places in speech tournaments.

What is the reason for South St. Paul's consistent wins in speech tournaments? One important reason is simply that this school's speakers have had more rounds of contest experience than have other tournament participants.

"Speech training that deals in drill and fundamentals," R. J. Happe, the speech coach, says, "is not as valuable as actual participation in speech contests. The desire to win over others of their own age is a much stronger incentive for high school speakers than is getting good grades in a speech class."

One of the most important reasons for South St. Paul's speech laurels is the well-organized, well-disciplined extracurricular speech program set up there. Students are encouraged to begin work in extracurricular speech while in their freshman year. There are no prohibitory requirements, such as high scholastic standings, to prevent them from joining speech groups. Once signed up, the student is given a reading by his instructor to prepare him for the first speech contest in the winter—an intramural event.

Mr. Happe selects readings to fit the student's type of personality and speaking ability. Boys and girls who show high in-

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telligence and the ability to reason abstractly are started out in debate or extemporaneous speaking. That this instructor's selections are extremely well chosen is proved by the number of champions he turns out. If the student does not like his reading, he is given a new one, for according to Mr. Happe, no speaker can ever win a contest with a reading he does not like.

Once the student has been given a reading, he meets once a week with his instructor, who hears him and gives him constructive criticisms based on strict application of speech principles. The debate team meets every day with the speech coach.

If the speaker does a poor job, his advisor tells him so very frankly and then tells him what is wrong with his speaking and how he can improve it. Many a South St. Paul orator has been angry with Mr. Happe for his blunt criticisms, but the result is always a much-improved performance the second time.

Only one semester of speech is taught at South St. Paul High School, and seniors who have had two years of extracurricular speech are the only ones allowed to take the course. "By the time a student has had four years of contest participation," contends Mr. Happe, "he is well versed in the speech fundamentals."

The speech contests for South St. Paul speakers begin in the winter, with the intramural contest. Next is the Speech Festival, in which all high schools of the Twin Cities area participate. Then the winners enter the sub-district, the district, the regional, and finally the state contests—if they are not eliminated along the way.

"What extracurricular activity can be more valuable than speech?" asks Mr. Happe. Through high school training in speech, teen-agers develop their personalities, improve their reasoning abilities, gain poise and self-confidence. Any type of speech work, whether it be humorous reading or oratory, marks the high school student as a better future citizen.

(Continued on page 103)

# Assembly Programs for December

The secondary school is one of our institutions which we like to think of as being distinctively and typically American. Nothing about it is more American than the assembly. In the modern secondary school, the assembly functions as a miniature democracy. As a project in cooperative education which draws on almost all resources of the school for program materials, it is the very heart of the school. As an activity in which all students can participate, its possibilities for training in the American way of life are unlimited.

Perhaps the type of program which is best in learning the ways of democracy through practice is the forum or Junior Town Hall Meeting. It is also worth noting that this is the type of program which seems most popular with students at the present time. Not only are forums held as assembly programs in thousands of schools, but interschool forums are becoming very numerous throughout the country.

## POSSIBLE PROGRAMS FOR DECEMBER

*Dec. 2-6. A Junior Town Hall Assembly on the national debate topic for the 1946-'47 school year (To be sponsored by the speech class or the debate club).*

The national debate topic this year is: "Resolved, That the federal government should provide a system of complete medical care available to all citizens at public expense." This is a current issue which will result in lively discussion. Plenty of material will be available.

An account of a program of this type on the national debate topic of last year is given below. Entitled "An Experiment in Democracy," it was written by Mr. Sherwin Peltin of the Student Council Auditorium Committee, Washington High School, Milwaukee, Wisconsin.

Last year students of the Washington High School conducted an assembly modeled after the New England Town Hall Meeting. The question before the audience was: "Resolved, That every able-bodied male citizen of the United States should have one year of full-time military training before attaining age twenty-four."

The original Town Meeting at Washington High grew out of student interest in current affairs, and the idea of a school program occurred to students who listened to the Town Meeting of the Air. A request for a school Town Hall meeting was made to the Auditorium Committee of the Student Council who quickly set about making the idea a reality. It should be emphasized that the origin of the idea, the preparation of talks, and the stage arrangements were entirely the work of students.

The students prepared talks, each of about five minutes duration, on both sides of the controversial issue. Because of lack of amplification facilities, the forum audience was limited to

C. C. HARVEY

Dufur Public Schools

Dufur, Oregon

about a hundred students who were seated on the stage, at one side of which the speakers and the moderator stood. When the time for the forum arrived, a roving reporter made his way through the stage audience so that questioners could make use of the portable microphone. Thus the discussion was made audible to the audience of 1900 students.

The most worthwhile feature of the program was the spontaneous student participation. No sooner had the first question been answered than a multitude of hands shot up.

The results of the program can best be expressed by the opinions of the students themselves. A senior stated that the Town Meeting was of great value to students from the point of view of citizenship. Another suggested that other important problems be discussed and proposed "Juvenile Delinquency" as a topic. A third student pointed out that the method of the Town Meeting would give students a chance to learn about the questions which are facing America.

In short, according to the opinions of both students and teachers, the program was a successful experiment in democracy—a milestone in the development of citizenship. This initial enthusiasm was encouraged in later programs of the same kind.

*Nov. 9-13. Student Talent Assembly (To be sponsored by a special committee representing the participating groups).*

Another completely different type of program which permits a large number of students to take part is the so-called talent assembly. While it will necessarily be composed largely of entertaining features, it should not be a student "show-off." The program should permit individuals and groups to present some of the activities in which they excel.

Following is an interesting report on a student talent assembly from the South Side High School, Fort Wayne, Indiana. It was written by Marshall Lincoln, a staff member of *The South Side Times*, school newspaper.

The emphasis was placed on completely new, solely student talent at an assembly held at the South Side High School last year. The program featured all-student talent, and was presented as a typical "Medicine Man" show.

As assemblies held at South Side High during the war were completely serious and at times saddening, the faculty decided that it was time to present a program of wholesome fun.

The initial preparation for this event was a meeting of heads of all departments in the

school. The teachers met, with the idea that talent should be uncovered which had never before been used in assembly programs. They presented ideas for student talent which were considered worthy of presentation to the whole student body.

Approximately forty students sent by the various departments met after the teacher meeting and made more suggestions for the talent show. Some of the various fields of talents suggested were: music, speech, and various comedy stunts. It was decided that the program should be in the form of a variety show and various ideas were presented for a theme. Some of these were: a circus, a radio show, and a medicine man show. The latter was decided upon for this assembly.

Preparations were then put back in charge of the original committee of teachers who narrowed the field down to the acts which made up the finished performance.

South Side's English department head was asked to suggest a student who excelled in creative writing to prepare the script. The Speech department contributed a boy to act as the Medicine Man. Both of these boys had seen an actual medicine show, and so were a valuable aid to the preparations.

A teacher and a crew of students who regularly prepare the props for school assemblies were asked to start work on the special props needed for the program. The Music department contributed a quaint German band which furnished opening and closing music for the program, and several boys in the choir took part by singing four traditional American ballads: "Home Sweet Home," "Home on the Range," "She'll Be Comin' Round the Mountain," and "Skip to My Lou."

The finished show consisted of: two girl acrobats, two girl Dutch dancers, eight girl tap dancers, a special Art department stunt featured as a play on the word "lines," the boy vocal group, plus a special exhibition of the quality of the medicine being shown by the Medicine Man.

Festivities ceased rather promptly when a hefty policeman barged in at the end of the last act and broke up the show, charging that the "Medicine Man Racket" was illegal. The policeman, incidentally, was a student of South Side High wearing his father's police uniform.

*Dec. 16-20. Assembly Reviewing the Highlights of the Programs of the Previous Calendar Year (To be sponsored by various groups which have presented outstanding programs during the year).*

Some schools present a program of this kind in December, reviewing the highlights of programs presented during the previous calendar year; others present it at the end of the school term and feature the most popular numbers on programs. For most schools, it is believed that the program will be of more interest in December than near the end of the school year.

Miss Ruth Peterson of the Sutter Junior High School, Sacramento, California, has sent a description of a program of this kind which was presented in her school.

In preparation for the "Review of the Year" assembly at the Sutter Junior High, each homeroom voted to choose what it considered the most appealing program of the year and to select a student to represent the class to express its choice. One of the most popular programs proved to be the assembly recognizing "National Newspaper Week." For this program a guest speaker representing a local newspaper and radio station had spoken briefly of "freedom of the press" and present-day "freedom of speech" in connection with radio work, and had given an illustration of one type of broadcast. Owing to his popularity with the students, he was invited again for the final "review of assemblies" and acted as the "Inquiring Mike" interviewing the class representatives.


The students assembled during the playing of march music by the school band, followed by formal presentation and posting of flags and giving of the salute and pledge.

**Student Announcer:** For four years our assemblies have furnished pleasure, inspiration, and education for us when we gather here for our regular programs. Today our theme is "We Review the Year's Assemblies." As students recalled and discussed these programs, it was learned that an October assembly stood out in the minds of many. It seemed only right that we again have the privilege of hearing the speaker present upon that occasion. It is a pleasure to present Mr. ———.

(Guest interviews students). The following are typical responses.

**Student:** We enjoyed the program when Mr. ——— explained how he broadcasts our Sacramento baseball games from the local studio when the team is out of town. He explained the sound effects used. Broadcasts mean much more to us now.

**Student:** Our December program was the choice of our homeroom. Dan Illerich was our guest speaker. He is a returned service man who was shot down over Borneo and rescued by natives who had originally been head-hunters. These natives had been civilized through the efforts of missionaries. Dan's life and many others have been saved because these former cannibals have accepted the Christian message.



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*Student:* Our homeroom was most impressed by our Mothers' Day program. Practically every student wore a flower and the effect was beautiful as we sat in assembly. This program made me think we should do more for our mothers, and not just wait for Mothers' Day.

*Student:* I represent the last homeroom representative to speak today. I think this is appropriate, for the program we chose really includes all others. We chose Thanksgiving. It was our first Thanksgiving following the end of the war. The thoughts the students expressed at that time were: we are glad the war is over and that the Allies were victorious; we are grateful for our homes and friends, the right to a free education, and for freedom of worship. All the thoughts expressed by the other students this morning would not have been possible if we did not enjoy these privileges. We have much to be grateful for all through the year.

During the course of the interviews at determined intervals, the glee club sang short selections appropriate to the preceding interviews.

*Student Announcer* (following last interview): Thank you, Mr. ——. We appreciate your coming to us again this morning. This closes our morning assemblies for the year. We trust that from each one students have gained at least one thought that has proved helpful as well as interesting.

After singing our National Anthem, we shall go to classes, hearing as we go another selection from our school band.

*Dec. 23-27. Traditional Christmas Assembly* (To be sponsored by a special committee representing all departments in the school).

There is a wealth of material in the way of Christmas stories, plays, poems, and games which can be presented with varied programs in school assemblies. It is fitting from time to time that a history of the Christmas holiday be given to students. Many schools make the Christmas assembly almost entirely musical. Choral reading is becoming popular as a feature of Christmas assemblies.

Following are accounts of Christmas assemblies presented last year in a junior and a senior high school. The first was presented at the Henry B. Endicott Junior High School, Endicott, New York. It was contributed by Miss Anna G. McGuinness, Supervisor of English, in that school.

The 1945 Christmas assembly presented in our school had a wide appeal. It was a pantomime of Clement Moore's classic, "The Night Before Christmas." The dimly-lighted stage was set up to resemble a living room, with an unlighted Christmas tree and stockings hung at the fireplace. In a chair near a table a toy cat lay sleeping. As the curtain opened, a voice over the public address system began reading the poem, a sound effects crew carried out all details of sound, a father, in pajamas and nightcap, "sprang

from his bed (adjoining room) to see what was the matter."

Santa Claus, cleverly costumed and equipped with pack, appeared via the fireplace (lights out for a second) and went to work. As he filled the stockings, he danced a jig and cut up merrily. Part of this performance included pouring milk into a bowl and putting a sign inscribed "To a Good Cat" beside it. As a final gesture, he lighted the tree, and then disappeared just as he came. The curtain was closed just in time for him to come out from the side of the stage and outside the curtain, and exclaim—"A merry Christmas to all, and to all a good-day!"

The sound effects, especially the pawing and stamping of hoofs and the sleigh bells, added greatly to the pantomime. While Santa filled stockings, and instrumental group off-stage played a carol.

This program required little preparation, was easy to stage, and put everyone into a real Christmas mood.

The second program described was presented at the Lincoln, Nebraska, High School. The report on it was written by two members of the Assembly Committee, Helen Lamb and Joan Butler.

Our annual Christmas assembly marks one of the highlights long remembered by graduates

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Editor, School Activities

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of the school. The pattern of the assembly is always the same—music and soft lights create a religious atmosphere as the students enter the auditorium.

The Choir is on the stage and the Glee clubs are seated in the balcony. The antiphonal work done by the Choir and Glee clubs is significant. The Boys' Quartet and Girls' Octet, off-stage, furnish the effect of an echo as they respond to the Choir.

One of the outstanding numbers presented by the Choir during the performance is the choral reading of the Christmas story from the Bible, as the accompanist plays appropriate music.

The stage is lighted only by thirty-three candles placed in the footlights. These represent the thirty-three years of Christ's life. The Christmas tree is decorated with blue lights the symbolic color of the Virgin.

Above and behind the Choir shines the Star of Bethlehem in the East, surrounded by smaller stars. In some years past, religious tableau or living pictures of the life of Christ have appeared in the backdrop during the program.

During the war years, the theme was "An Hour of Peace in a World at War." Now that the war is over, that hour of peace from ordinary life can still be found in the Christmas assembly.

The Christmas spirit is retained throughout the day. In the afternoon, the Boys' Quartet and Girls' Octet walk through the halls singing Christmas carols.

#### ACCOUNT OF AN ASSEMBLY CLUB

This is a discussion of the Assembly Club at the Demonstration High School, Appalachian State Teachers College, Boone, N. C. It was contributed by the Club's adviser, Miss Mary Madison.

The Assembly Club was organized for the purpose of planning and executing each chapel program in the best possible fashion before the student body. In previous years this task had fallen to one teacher or a group of teachers, and consequently the students had little voice in the types of programs which were presented. This year, boys and girls from any grade were permitted to join the Club, which meets each week during the activity period.

The Club has the usual staff of officers and is organized in temporary committees with permanent chairmen. The committees then rotate, thus giving each member a chance to participate in various phases of the work. The House committee takes the responsibility of setting the stage, which must be arranged by hanging curtains for each program, checking the program time, seating the student body, controlling the lighting of the house and stage, and arranging the opening of the curtains. The committee then replaces any properties which were used in the program.

The Publicity Committee gives a preview of each program by keeping a bulletin-board display in the main hall. An account of the previous

week's program is written for the local paper and the school paper. A scrapbook is kept of these clippings, thereby providing a permanent record of the programs which are presented.

An Invitation committee sends to the parents of any student who appears on the program an invitation to attend the assembly meeting. A post card, written in longhand, serves this purpose very well. This committee also greets guests, registers them and seats them, and after the performance, extends to the guests a verbal invitation to return. The chairman of this committee greets any guest speaker or artist, introduces him to the president of the student body who presents the artist to the group for his performance, and thanks the artist for his entertainment.

The Research committee has drawn up a ballot of suggested assembly programs desired by the student body. The result of this poll is being used as a basis for planning the assembly programs for the remainder of the year.

The Assembly Club, although only a half year old, is proving its worth. More parents are attending the programs, a better variety of programs is being planned and presented. There is a decided increase in student participation and leadership. More publicity is received by the students who participate in programs, and by the entire school.

The underlying factor in the success of the Club is that the students have an opportunity to take the major part in the planning, executing, and presenting the assembly programs.

The universities must make sense of themselves before they can make sense of the world, said President Hutchins in his annual address before the faculty and trustees of the University of Chicago.

"If we are to find our way out of the wilderness," he said, "if we are to discover the ideals by which we should live, if the new world we create is to be better than the old, the universities must show us how to do it; for nobody else can."

"The task of the universities is the task of integration. To integrate, a thing must itself be integrated. The universities must therefore combat the centrifugal forces always at work within them, the power that makes for muddlement...."

"I venture to say that synthetic, generalized scholarship which aims to transmit, criticize, and develop the culture is not merely nonexistent in this country; it is not even respectable, so complete has been the victory of specialization. Yet never in history has the transmission, criticism, and development of culture, never has the search for standards, ends, and goals been so important as it is today. The world is crashing about us. The moral fabric we call civilization is falling apart. If the new world which is coming is to be civilized, it must in some way or other formulate and make effective the ideas which are to guide human life and mould society."

—Character and Citizenship

# News Notes and Comments

SCHOOLS interested in organizing a Youth Council on the Atomic Crisis may secure information by sending ten cents in cash for a copy of the special edition of the Oak Leaf, issued February 19, 1946, by Oak Ridge High School. This issue gives the constitution of the Council, information as to how it was organized and how it works, the editorial which was the forerunner of the organization, and a bibliography on the control of atomic energy. Letters should be addressed to Philip E. Kennedy, Co-Sponsor, Y. C.A.C., Oak Ridge High School, Oak Ridge, Tenn.

## Basket Ball Outdraws Boxing in N. Y.

We read frequently about the big crowds attracted to fistic events held at Madison Square Garden but did you know that there were 46 fight nights during the past season that drew a total of 558,950 people; while there were only 21 double header basketball games that drew 628,000 people?—*The Coach*

## Play Presented Four Times

The demand for tickets called for three repetitions of "Snow White and the Seven Dwarfs", as presented by the Playcrafters of Pontiac (Mich.) High School.

Cherry Laen School of Darien, Conn., has employed Monna Montes, premiere danseuse of the Metropolitan Opera Association, to teach ballet dancing.

I suggest that if more men would attend prize fights and be able to identify themselves with the aggressors in the ring they would get relief from their own aggressiveness—and the practice would do more toward keeping peace in the world than any matter of what country is sending what ultimatum to whom.

But I mean, that prize fights should be made available in a way that the masses could attend. I don't mean prize fights at \$50.00 a seat.

—Dr. Gregory Zillborg

"Let's Organize a Camera Club" is a bulletin issued by the Wayne County Recreation Service Council, Box 43, Newark, New York.

In the October number of *Scholastic Coach*, A. W. Roberts tells how a "Leaders Club" supplies pupil assistants for the direction of activity groups.

## "Youth of the Month" Drive

The Baltimore (Md.) city-wide Youth Advisory Board has initiated a campaign to find

youth of that city who are eligible for awards because of some outstanding achievement.

G. V. Burnett's "Pupil Participation High in Well-Directed Activities Program" has been condensed from *School Activities* in the September number of *School Management*.

## NFL Officers Re-elected

Karl E. Mundt has been re-elected National President of the National Forensic League; T. C. Bond, National Vice-President; Bruno E. Jacob, National Secretary.

Dr. Fred B. Dixon—a member of the *School Activities* Advisory Board—is now principal of John Marshall High School, Richmond, Va. He was formerly superintendent of the East Lansing (Mich.) Public Schools.

A large "Activities Calendar," allowing spaces for writing in school functions, is being offered free on request by Teachers' Service Bureau, St. Louis 5, Mo.

Commencing in September; a new kind of educational poster appeared weekly in USO's, Ys, Clubs, schools libraries and churches, V. H. Polk, recent information education officer of General Patch's Seventh Army has announced.

## San Francisco To Limit Outside Activities

San Francisco has decided to limit activities carried on outside the schools. The board of education ruled that a committee be established by the superintendent to reject or accept all requests for outside activities and drives. Policies will be set up to guide the committee in approving activities which will consume the least possible school time and which have the greatest value as part of the total educational program. This committee will have no jurisdiction over the activities of principals in conducting student body affairs or programs planned by him or his staff, or by the school's PTA. —*School Management*.

Pamphlets describing specific steps and research in the development of effective cooperative student-faculty government organization are available for student leaders and faculty advisers at the National Self Government Committee Office, 80 Broadway, New York City.

In the October number of *Ohio Schools* appears "Liberalizing Salaries for School Activities"—an article showing how school boards are adopting the policy of paying above-schedule salaries to teachers who direct the various extra-curricular activities. The author is Ralph M. Gantz, Superintendent of Schools, Bedford, Ohio.

### Speech in Elementary Grades Emphasized

"Speech is a power that may have greatest influence of all powers to change the world for better or for worse, to weaken it or to strengthen it, to save it or destroy it," say Carrie Rasmussen and Franklin Knowler in *The Role of Speech in the Elementary School*. The bulletin is a publication of the NEA Department of Elementary Principals, prepared by a committee under the direction of W. Hayes Yeager, Ohio State University. Single copies available free to members, \$1.00 to non-members of the Department.

A National Speech Tournament has been approved by the National Contest Committee of the National Association of Secondary School Principals. It will be held May 2 and 3 at a central location to be selected by the Executive Council. The tournament will include the five major speech contests: Extempore Speaking, Original Oratory, Oratorical, Dramatic, and Humorous Declamation.—*The Rostrum*

Students of the Mount Vernon (Ohio) High School recently completed a housing survey of their city.

## From Our Readers

Editor, *School Activities*,  
Topeka, Kansas:

Dear Sir:

Under separate cover I am sending you a copy of our activity program. You will note how it lines up with the programs published in your September number.

We enjoy your magazine very much and use it as a basis for our faculty and committee meetings.

Sincerely yours,  
Frederick B. Kutz, Principal  
Newark High School,  
Newark, Delaware

Thanks for the copy of your program. It looks good to us. And we know that such a schedule does not just happen, that it must be developed—and this requires work. Your note about the use to which our magazine is put indicates a big reason why you have a good program—not because

it is our magazine but because your faculty and committees make a serious business out of activities.

*School Activities Magazine*,  
Topeka, Kansas:

Gentlemen:

We should like to have your permission to reproduce part of Marcus E. Erickson's article in your September number, "Suggestive Activities for a Photography Club." We wish to mimeograph this material and distribute it to our members in the Wayne County Recreation Service Council. Of course, we shall credit the source.

Yours truly,  
John F. Burdick, Director  
Newark Community Center, Inc.  
Newark, New York

Certainly, Mr. Burdick. We feel highly complimented when a request such as yours comes to our office.

Editor, *School Activities*,  
Topeka, Kansas:

Dear Sir:

We have been receiving "School Activities" for several years and have found numerous valuable suggestions that have helped us in promoting our school affairs.

Now we desire to make a little contribution ourselves. We believe that the enclosed article will interest your readers.

Very truly yours,  
M. J. Eck, Principal,  
Thomas A. Edison Occupational  
School,  
Cleveland, Ohio

We appreciate your kind words, and especially the article. We considered Mr. Zehetner's article so important and timely that we rearranged our schedule a bit in order to publish it at once. Come again.

Mr. C. C. Harvey,  
*School Activities Magazine*,  
Topeka, Kansas:

Dear Mr. Harvey:

I have had a number of letters concerning my article in the March, 1945, number of your magazine. Too, I have loaned my copy several times, and it hasn't returned. Do you have a copy or two that I could have? Please bill me for them.

Sincerely,  
Allegra Nesbit, Guidance Director  
Lew Wallace School,  
Gary, Ind.

Looks like your article excited some interest. And remember that where one person becomes excited enough to take the trouble to write, probably a dozen or two become excited. The copies have gone along to you. There is no charge.

# How We Do It

C. C. HARVEY, *Department Editor*

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## TALKS ON ATOMIC POWER LEAD TO COUNCIL FOR WORLD PEACE

On March 25, 1946, a group of students and teachers from Oak Ridge, Tennessee, visited the Kensington High School in Philadelphia, Pa. They spoke to the junior and senior classes in assembly on the urgency of civilian control of atomic power. This program was followed by a series of meetings with smaller groups of young people—the Students' Association executive officers and senators, the class representatives, the editors of the school newspaper, and Assembly Program Committee. The students were left entirely on their own at these conferences, so that they might feel free to discuss the problem without thought of teacher reaction. The visitors created so much interest in the problem of atomic energy and current world problems in general, that the Students' Association decided to organize a Council for World Peace.

Since the Oak Ridge students had spoken to only the upperclassmen, and had presented only one side of the question—that in favor of civilian control of atomic energy—the Students' Association first planned a student forum for all the girls in the school, at which both sides of the issue were debated. The audience was encouraged to ask questions and express their opinions, and the response was very enthusiastic and sincere.

As a followup of this forum, those girls who wanted to write to the Senators from Pennsylvania, and the members of the McMahon Committee were given the opportunity of doing so during their homeroom periods. Many postcards

and letters were sent urging civilian control of atomic energy.

Requests came in from the student body to have these forums on pertinent, current problems continued. As a result, an organization meeting of the Youth Council was called on Wednesday, April 10. The meeting was advertised in the daily Homeroom Bulletin, and eighty-five girls attended this first get-together. The school enrollment at K. H. S. is 1400. Patricia Lynn, a senior, and Joan Landenberger, a sophomore, were elected co-chairmen. The two girls then proceeded to appoint the following committees: Steering committee—composed of two girls from each grade; and Publicity committee and Program committee.

The Program committee, in connection with the Science Department, obtained Dr. Roy Marshall of the Franklin Institute in Philadelphia to give the scientist's point of view on the subject of atomic energy. The Youth Council expects to meet once a month, and the Program Committee has the responsibility of either obtaining a speaker or preparing a forum for each of the meetings.

Two other committees will be appointed—a legislative committee, whose job it will be to keep the group informed on pertinent bills presented in the House and Senate, and a reference committee, whose duty will be concerned with gathering materials and information from reliable sources.

The project seems to have the interest of the girls, and provides an excellent means of developing good citizenship by giving young people the opportunity actually to participate in solving national and international problems.—  
VIOLA DEL CASTELLO, Kensington High School, Philadelphia, Pa.

## STUDENT ELECTIONS WITH REAL VOTING MACHINES

Students in Hackensack, New Jersey, High School have a high degree of independence and freedom of initiative in their participation in school government. They are allowed to pose issues without the kind of faculty supervision that would guarantee everything to come out all right according to the preconceived ideas of the adult administration.

By courtesy of the County Board of Elections, the students have been permitted at times to use real voting machines in their elections. This means that approximately one-thousand potential voters will in the future approach such a machine with no misgiving when they take part in their first real election of public officials.

Recently the Hackensack City Council called upon the students to stage a school political

campaign with procedure patterned after those in which they will later participate in the civic life of the adult community.

Sixty candidates, including boys and girls, obtained fifty signatures each to qualify for a primary election in which the total number of candidates was reduced by elimination to five for each of two parties, the liberal and conservative respectively.

At the campaign assembly, the party managers and the candidates presented their party platforms. The faculty felt some dismay when the liberals advocated furnishing the school with jukeboxes and other recreational facilities, in-



**Student Board of Elections—Hackensack, N. J., High School**

cluding a larger gymnasium for better dances. The conservatives, however, presented a serious program of improved vocational guidance, expanded vocational training for the large percentage of students who do not go to college, and various other genuinely educational changes. So the issue seemed fairly joined between the relatively frivolous and the genuinely serious. Choice was squarely up to the students. The conservatives placed four members on the city council. The top man of the liberals had a few

more votes than the low man of the conservatives and so the liberals won one seat on the council (each candidate must be voted for separately according to the New Jersey law).

The five chosen as a city council elected one of their members (a conservative having the greatest individual popular vote) as mayor and then appointed students as the other city government officials including manager, recorder, police chief, fire chief, treasurer, engineer, attorney, assessor, etc.

The real city officials co-operated by welcoming to their respective posts the new juvenile officers and undertook to make their experiences seem as real as possible. Thus for a day (Saturday) youth sat in the seats of the mighty, figuratively speaking, operating the city government, sitting on the judge's bench, riding the fire engines to a fire (specially arranged), legislating on the city council, etc.

The project was closed by a general school assembly in which the temporary student officials reported to their electorate upon their activities and experiences as municipal rulers for a day.—B. E. LOWE, Principal, Hackensack, New Jersey, High School.

#### **DICKINSON HIGH SCHOOL BOOTS-AND-SADDLE CLUB**

The Boots-and-Saddle Club of Dickinson High School, Jersey City, New Jersey, is a horseback-riding club, proud of its twelve years of increased growth and popularity.

The active membership this term numbers seventy boys and girls (more girls than boys). Every fair Friday after school in the spring and fall, fifteen to twenty members ride at the Sunnyside Riding Academy, a two-hour bus trip from school. Every other Friday in winter, we ride in-doors in New York City. On holiday Fridays, forty or more hire a bus and spend the day riding and picnicking (in June, swimming, too).

The Sunnyside Riding Academy is operated

## **SPEECH TEACHERS-- A Timely Help for You!**

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by Mr. Gordonwood, one of the best instructors in the East. The beginners stay with him until they learn to walk, trot, canter English style on an English saddle, well enough eventually to join the trail-riders, who are led by the faculty adviser.

The stable is like a huge farm, located on the side of an undeveloped lake. The woodland trails wind around the lake, through birch groves, zig-zag through brush, up hills past large estates, through a forest to a high open space on a cliff that affords a view of the woods and village be-



Boots and Saddle Club

low. (Our daily view is of railroad yards and the Manhattan skyline).

The Club was founded in 1934 by a woman gymnasium teacher, who had experience working with children at camp; it was taken over in 1939 by its present faculty adviser, who had extra-curricular training and experience with Girl Scout troops and camps.

The faculty adviser and the five club officers meet every other week at an executive meeting to formulate policies, to discuss problems, to plan picnics, to anticipate the business of the regular twenty-minute meeting held on the first and third Monday after school.

Year after year of problem solving in this democratic manner has developed a club of high standards, with a reputation jealously guarded and handed down by the enthusiastic older members. Rowdies (if they get in accidentally) soon find themselves unpopular, yet there are no snobs, no cliques.

Sophomores, juniors, and seniors may join the club during the first two weeks of a new term (two terms equal a school year). They must be recommended by a club member, have two character references from teachers, parents' permission, school doctor's O. K., and must be taking physical training. They must ride four times a term, pay a dollar dues. Riders for each Friday sign up on a special bulletin-board.

When a member has had a year in good standing, and joins the trail-riders, he or she is awarded a coveted little sterling horseshoe lapel pin, worn forever after. The club also keeps a scrapbook of snapshots, programs of horseshows its members enter, newspaper clippings, party

souvenirs, its service flag—(and it has its own writing stationery).

The present cost is two dollars for the horse (for a generous hour's ride and instruction), and fifty cents bus fare. Most of the boys and girls earn their riding money at part-time jobs.

Advantages of this horseback-riding club, as I see it, are: (1) It gives to city boys and girls a country experience. (2) It provides an exciting adventure for adolescents. (3) It teaches a skill and provides a healthy physical activity that carries over into adult life (an alumni group rides on Sundays, and boys in the service rode in Texas, Florida, Algiers, Germany). (4) It provides opportunities for sociabilities in the bus—group singing, bus behavior, conversation. (5) It is wholesome fun.

Accidents? Occasionally someone falls off a horse—"that's part of the fun." But we have been very lucky. Mr. Gordonwood says, "God is in the hayloft of Sunnyside."—HAZEL LOESCH, Teacher of English, Faculty Adviser of the Boots-and-Saddle Club, Dickinson High School, Jersey City, N. J.

#### COUNCIL ATTEMPTS TO PROMOTE SPORTSMANSHIP AMONG SCHOOLS

At Tipton, Indiana, High School, the student council has charge of a project to promote sportsmanship. There is a standing Sportsmanship Committee which tries to promote sportsmanship, goodwill, and better relationship with other schools.

When an athletic game is played with another school, the Committee is on hand to note acts of fair play and sportsmanship. It writes letters to the other schools commending them on their sportsmanship.

Last year just before the Sectional Tournament, the Committee had students talk before the assembly concerning sportsmanship, not only for players but for spectators as well. At the Sectional which was held at our school, the gymnasium was not large enough to accommodate all fans, and as Tipton did not play at all sessions, several students turned their tickets in so that the other fans could attend at least one session. This and other acts have shown that the efforts of the Council to raise the standard of sportsmanship have not been in vain.—NEDRA JO

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PHILLIPS, BETTY SPAHR, and JOAN LEATHERMAN, Members of the Tipton High School's Committee on Sportsmanship.

### ACTIVITIES OF GIRLS' ATHLETIC ASSOCIATION

We have a Girls' Athletic Association at Roosevelt High School, Virginia, Minnesota, of which we are proud. At present, it represents the largest girls' organization in the school. The Association gives each girl from the ninth through twelfth grades a chance to participate in intramural sports and individual sports, whether she points, and the members use theirs eventually to is a member or not. All participants receive receive a letter or medal.

The G. A. A. also has social activities, which we believe are important for a well-rounded personality. By we, I mean the Council which directs the Association activities, although each member has her chance to vote before things are completely carried out.

The G. A. A. Council consists of the president, vice-president, secretary, treasurer, and the managers of each sport, along with two advisers who are physical education instructors. The Council suggests activities other than sports, and then the entire group votes for or against these. If any project is carried on, one of the Council members is made chairman of the committee, and she in turn chooses the girls she wishes to have work with her. Some of the activities carried out by this method have been: sponsoring of the movie, "Janie," a "Fun Fest"—which was eight acts similar to vaudeville and each act entirely put on by the girls themselves—and a Pom Pon sale during the District Basketball Tournaments.

In the fall the sports offered are advanced archery, advanced tennis, speedball (we have had golf but equipment has been hard to buy so that it is off for awhile); in the winter are basketball, water ball, life saving; in the early spring are volleyball, individual sports such as badminton, etc.; late spring are softball, beginner's tennis, beginner's archery, and beginner's golf. The beginner's program is given in the spring rather than the fall because of weather conditions here.

Fall season usually is fine for outside work, to have tournaments, and to make use of previously learned techniques. The spring season is rainy and cold, thus we give our instruction indoors, except for occasional nice days. During each season the girls may choose the sports so that each participates in one major, and one minor sport. During the entire year, every girl may hike, bicycle, roller skate and ice skate, ski, etc., according to her liking, and when she reports the hours spent on these sports, the various managers give her points. Each girl in school has a card in a filing cabinet where her points are recorded and kept for her to check whenever she wishes.

In May, the last meeting of the school year, the G. A. A. has a party—sometimes in the form of a picnic or whatever the members decide. At this meeting the old Council installs the newly-elected Council members, and the girls plan an impressive ceremony. The members themselves feel it a great honor to be on the Council; they take their responsibilities seriously. The spirit of co-operation and sportsmanship is high, and the girls know that their organization will always be as good as they are.—DOROTHY BROOKS, Roosevelt High School, Virginia, Minnesota.

### STUDENT PARTICIPATION AT WILLIAM PENN HIGH

Student participation functions with great success at the William Pen Senior High School, York, Pa. An unusual system of student organization has been formed in order to help the students to a greater appreciation of their opportunities in school and to foster activities that will be beneficial in preparing them for later life. Over one-hundred boys and girls actively participate in some form of our student government.

The administrative work of the Council is in the hands of our Student Cabinet, the Senate, and the House of Representatives. Many persons are given responsibility on the Service Squad, Assembly, Social, Finance, and Junior Red Cross—all are active committees of our Student Council. One of the busiest and most active is the Social Committee which consists of a chairman, twelve committee members, and two faculty members. The aim and duty of this group is to promote and supervise the social functions of the school.

A Valentine's dance held in the school gymnasium was the social event for February. The music was furnished by our own school swing orchestra, the "Sunlight Serenaders." A clever publicity stunt in the assembly to arouse the interest of the students is part of the work of the committee. For this dance, a quartet of boys sang the following words to the tune of "Coffee Time:"



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Let's come out for a jolly time

And have a dance or two-oo.

Jivy time—my happy chums, it will be fine;  
We'll celebrate for Valentine with a dance  
for you-oo.

Greet-en' time—The Sunlight boys will beat-  
in' time;

7:30 is the sweet-in' time;

We're in the gym; so come on in and have  
another dance or two.

Dancing time, Friends, Friday night is dancing  
time.

A quarter for a jolly time,

Come have a dance or two-oo."

Following is the schedule for the school dances  
of the year. This list does not include the class  
or club functions: October—Hallowe'en Dance;  
November—Football Dance; December—Christ-  
mas Dance; January—New Year's Sunlight  
Dance; February—Valentine Dance; March—  
Penn Vet's Dance; April—Spring Dance.—ANN  
FINKBINDER, Director of Activities, William Penn  
Senior High School, York, Pa.

#### COUNCIL-ALUMNI CO-OPERATE IN HOMECOMING CELEBRATION

Last October the student council and the  
Alumni Association of Mandan, North Dakota,  
High School co-operated to hold the first post-  
war home-coming celebration.

The two groups started planning for the event  
a month in advance. It was planned primarily to  
welcome former graduates who served in World  
War II.

A week before the Homecoming, the student  
body elected a school Queen to reign over the  
event. She was chosen from three candidates,  
nominated for their apperance, personality,  
and popularity.

All the week before, the boys collected wood  
for the bonfire until we had a pile fifteen feet  
high. The celebration began Thursday night with  
a gigantic pep rally consisting of a huge bon-  
fire, traditional yells, school songs, and a snake  
dance through the downtown business district.

The climax of the celebration was the football  
game Friday with Mandan's arch-rival, Bismarck.  
Between halves of the game, North Dakota's  
Lieutenant-Governor officiated at the coronation  
of the Queen.

Immediately following the game a dinner-  
dance was held at the World War Memorial  
Building.

Events such as the above in which every stu-  
dent must give his full support and co-operation  
greatly increases interest in school activities.—  
F. A. GUNENFELDER, Mandan High School, Man-  
dan, N. D.

#### THE GIRLS' GLEE CLUB AT LOWELL JUNIOR HIGH

Although Lowell Junior High, Tulsa, Okla.,  
is located in one of the less pretentious sections

of the city, the boys and girls manifest a strong  
liking for the beautiful in any form, and show  
a commendable desire for the things cultural.  
The Girls' Glee Club helps to satisfy this desire.

There are fifty glee club robes, and fifty girls  
to wear them, with potential members forming  
a substantial waiting list. Requirements for ad-  
mission are not over-rigid, yet strict enough to  
eliminate those who would not master parts as-  
signed them, or would see in the organization  
only a social gathering. Originally the Club was  
strictly extracurricular, but now it is assigned  
a regular hour in the school day, meeting four  
times each week. But because of the fact that  
the members are achieving a highly acceptable  
performance in spite of lack of background and  
experience, many hours of work outside the  
school are added to the daily assignment sched-  
ule.

The room with piano and music is open to the  
Club in the morning, at noon, and after school,  
and from three to a dozen or more members  
may usually be found about the piano helping  
one another over difficult measures. Occasional-  
ly, too, a Saturday morning rehearsal is agreed  
upon when "something big" makes sudden de-  
mands.

Those who fail to learn their parts drop into  
what we call "Second Glee Club," and are seated  
at the back of the room. If they do not take  
steps to climb back into First Club, they are con-  
fronted with the possibility of losing their robes.

When the Club sings "down town," those who  
may fail to be present become ineligible for the  
"E" grade—the highest obtainable grade on their  
report cards—for the current quarter.

So far we have spoken only of the grind—the  
hours of work and the unrelenting alertness re-  
quired even to keep possession of a robe. But  
the Club offers more than that. The members  
learn a good grade of music—are now working  
on "The Green Cathedral," "Mighty Like a  
Rose," and Bornschein's arrangement of "Lie-  
bestraum,"—and learn to do their numbers with  
due regard for interpretation and nuance, and of  
course with sweetly placed voices and all that  
this accomplishment implies.

There is not a member who does not get a  
thrill from wearing the starched, snowy-white  
robe with its flowing sleeves and black stole  
collar. The veriest harum-scarum in the group  
looks like an angel when robed, and she gets  
something refining from every such experience.  
And then, too, the philosophy of "Something  
attempted, something done" builds character.  
Almost to the point of conceit, sometimes, the

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girls are keenly aware of the cordiality and goodwill of their audience, and enjoy the feeling of worthwhileness that comes from success achieved after hard work.—JAMES L. WALLER, Lowell Junior High School, Tulsa, Oklahoma.

### OUR GOOD CITIZENSHIP CONTEST GETS RESULTS

Giving our boys and girls training in effective citizenship should start early in the educational program. One of the ways our school meets this challenge is through our Good Citizenship Contest.

The first step in this program is for boys and girls in each class to define character traits and conduct essential to a good citizen. This must be done at the beginning of the school year, and reviewed often, since repetition is one of the important laws of learning. The next step consists of the students' putting into practice the essential qualities discussed.

On Friday morning each room selects the student who has been the best citizen for the week. This is done by secret ballot—each student voting for the classmate he believes has lived up to the standards necessary for good citizenship. The names of the winners in the election are sent to the school office, assembled, and given to the assembly leader. One of the anticipated features of our weekly assembly held on Friday afternoon is the reading of the names of the Best Citizens for the week. Those who have earned this honor stand and receive the acclaim and applause of their classmates.

The student from each classroom who has earned the honor of being the Best Citizen the greatest number of times during the year receives an award at the end of the term. This award is in the form of a printed certificate bearing a gold seal, the student's name and grade, and the words printed in large letters, "Best Citizenship Award."

In addition to this yearly award, the sixth grade student who has been elected the Best Citizen the greatest number of times during his elementary school career, has his name engraved on a plaque. The awards and the plaque bear the name of their donor, who is a good citizen interested in schools and prominent in civic affairs.

This method of inspiring the boys and girls to be good citizens has met with much enthusiasm on the part of students and their parents. All educators might not approve the approach we use to the problem of making the students good school-citizens, but it gets results in our school.—VIOLA M. DEIBEL, Physical Education Teacher, South Beach School, Miami Beach, Florida.

### OUR PUBLIC SPEAKING CLASS GIVES PRACTICAL TRAINING

One of the practical training projects that East High, Cleveland, Ohio, students get is the opportunity to make short speeches on various subjects before homeroom groups, which have previously put in requests for the talks. The

class groups, under the direction of Mr. H. L. Ballentine, make a list of topics which they feel will interest either boys' or girls' rooms. They then prepare their talks, which are rehearsed in the speech classes, and are than "on call" as a sort of junior speakers' bureau.

Subjects of general information are included, although the topics for the most part are in the field of teen-age etiquette. Most popular, among the requests so far received, are: "What Girls Expect of Boys on Dates," and "What Boys Expect of Girls on Dates."

Other etiquette subjects included are: "How to Make Friends," "Prom Pointers," "Etiquette at a Dinner Date," "Introductions," and "Some Common Evidence of Good Breeding."

Topics with a broader personal regimen flavor are: "Overcoming Shyness," "How to Control Your Temper," "Improving Your Personality," "Sportsmanship in High School Activities," "How to Carry on a Conversation," "How to Apply Makeup," and "How Can We Improve Our Vocabularies?"

In addition, some students are speaking on even broader subjects, some of which interest them personally and which they feel should be of general interest. Subjects in this category are: "Band Leaders and Recent Recordings," "How to Get and Hold a Job," "How to Make Your Party a Success," "What Can We Believe?," "Music's Contribution to the World," and "What High School Boys and Girls Can Do to Curb Juvenile Delinquency."—EVAN LODGE, Chairman of English Department, East High School, Cleveland, Ohio.

### WHAT! A JUNIOR PARENT-TEACHER ASSOCIATION?

We regard our most unique project the new approach to the Parent-Teacher Association. A few years ago when we attempted to get the students interested in this organization, someone suggested the idea of a Junior Parent-Teacher Association Council in the school.

The Knoxville, Tennessee, High School adopted such an organization, and from the very first it was popular with students, teachers, and parents. The organization has existed for several years and has proved its worth both to the school and to the students who participate in its activities.

Students elect by popular vote a number of representatives from each class, and these students constitute the Council, which elects its own officers. Representatives give

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leadership to their respective groups when a project is undertaken. There are many activities of the Parent-Teacher Association in which students give great assistance. It gives them experience in an adult-like activity, which is valuable from the point of view of education.

The Junion Parent-Teacher Association Council makes the students feel that they are recognized officially, and they are ready to assume responsibilities and give wholehearted co-operation. The secret of the plan is that the Parent-Teacher association does not work for the students but works with them. Since the plan has been in operation parents have been much interested, and the P.-T. A. has a very large membership.—W. E. EVANS, Principal, Knoxville, Tennessee, High School.

### COUNCIL STANDARDIZES AWARDS IN HIGH SCHOOL ATHLETICS

For years it was customary at the Erie, Pa., Technical High School to award a different style letter for each sport activity. We awarded a block "T" for football, a script "T" for basketball, a block "T" with wings for track, and a "T" with a diver across it for swimming. Golf, tennis, water polo, cheer-leading—all had a specially designed letter to designate the sport or activity. The "major" and "minor" sports were further differentiated in that the major awards were eight inches, and the minor only six.

The Varsity "T" Club, whose membership was made up of lettermen, admitted only those members who earned awards in "major" sports. Students earning awards in minor sports were too few to organize a club, and therefore, they were "neither fish nor fowl." They earned, and were awarded, letters in their chosen activity. Often they were members of championship teams, nevertheless, they were not given the same recognition as boys on the football or basketball teams because their sport was listed as a minor one.

The differentiation went even further. Members of the "Torch" staff were awarded shields (not to be confused with letters, which were strictly athletic awards). The band and the members of the staff of the "Craftsman," a weekly news publication, also were awarded shields for their literary contributions to the school.

Thus we found our activities vying with one another, and often pointing the finger of discrimination at one group or the other. We also found that the activities suffered with superiority or inferiority complexes as the case might be.

To overcome these maladjustments in our program, and to add equality to the various activities, the Athletic Council, at its annual meeting took, what I believe to be, a step in the right direction. It voted and passed three important measures:

1) All sports were to be recognized on the same level. There were to be no major or minor sports activities.

2) An eight-inch block letter "T" was to be awarded for all sports.

3) Activities other than sports were to receive shields for their efforts.

This action immediately opened the Varsity "T" Club to all lettermen, thus making the organization more democratic. Also, because of its larger membership, it was able to sponsor more activities and become more useful to the school. Second, it brought a closer bond between the literary and non-athletic activities, thus eliminating open competition among the groups. It also proved to be a greater help in the purchase of awards. We now can order a yearly supply of awards in advance.

The action also served as a tonic for the so-called "minor" sports as it induced more boys to participate in these activities. They became more attractive to boys when placed on the same level as football and other sports formerly regarded as the "major" ones. It can truly be said that our athletic program has taken on a more wholesome, more equitable, and more democratic aspect because of this change which standardized the awards.—E. R. ABRAMOSKI, Athletic Director, Erie, Pa., Technical High School.

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## HONOR STUDY HALLS AT ANDERSON HIGH SCHOOL

At Anderson High School, Anderson, Indiana, student leadership and initiative have paved the way to student participation in supervision.

A bill was brought before the student council providing for an "honor" study hall to be set up during one period in the day. This study room was to be occupied by volunteer students and headed by a student monitor, who's duty it was to check roll and other routine tasks. There was to be no faculty supervision of this project.

The plan was approved and accordingly the honor group was brought into being. Students who wished to be in the honor study hall were asked to sign a slip of paper which stated on it the things that were expected of them. These slips were then taken to a committee consisting of sixteen teachers and the Student Executive Committee of the high school. This group then approved those they thought should be permitted to go to the honor study hall.

This project was such a great success that the following year, three such study rooms were established during the three separate periods in the day. These were to be the final test. The plan was such a complete success that at the present time there is an honor study hall for each period of the day, with exception of the two lunch periods.

The only check rein on the group is a discipline committee elected by the group itself from its own membership. This committee settles any discipline problem arising in the halls. As yet, these committees have not found it necessary to function.

It is hoped that sometime in the future all study periods in the school can be carried on without faculty supervision.—DORIS JEAN SELLS and PATTIE SMITH, Student Council, Anderson High School, Anderson, Indiana.

## ITEMS IN BRIEF

A booklet which readers of this department will find of interest is "Student Safety Activities," a student handbook for secondary schools, published by the National Safety Council, 20 North Wacker Drive, Chicago 6, Illinois.

At the H. P. Harding High School, Charlotte, N. C., the staff of the school newspaper needed a program to accompany the crowning of the King and Queen of Hearts, who had been selected under the auspices of the paper. The editor solved the problem by taking the "Story of Helen of Troy" and bringing it up to date with modern slant and costumes.

St. Bernard's School, Gladston, N. J., has a hobby room where boys may hammer and saw, make things, and engage in a variety of activities whenever they choose without formal oversight.

Hillhouse High School, New Haven, Connecticut, has a "Know Your Town Club." Its purpose is to acquaint members with the history of the town, its government, and interesting things about the town and its people.

Mr. Gerald Willsea, South High School, Denver, Colorado, sponsors a student speakers' bureau. In addition to furnishing student speakers for school and community programs, radio work is included in the work of the bureau.

May 2, 1946, a Students' Model United Nations Assembly was held at The Principia, St. Louis, Missouri. Delegates from many of the high schools in the St. Louis area attended, organized themselves as the General Assembly of the United Nations, and held a model session. The general framework of the Assembly and the councils and commissions were followed as closely as possible. Mr. Robert L. Fisher, Chairman of Social Studies at The Principia, sponsored the Assembly and made arrangements.

Following is a "Brotherhood Creed," formulated by students in the Cincinnati, Ohio, Public Schools:

"I will spread no unfounded rumor or slander against any person, sect, or faith.

"I will never indict a whole people or group by reason of the delinquency of any member.

"I will daily deal with every person only on the basis of his true individual worth.

"In my daily conduct I will consecrate myself to the ideal of human equality, human fellowship, and human brotherhood."

According to the annual report of the Superintendent of Schools in New York City, *All the*

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*Children*, the 83 junior high schools of the city have adopted a code of behavior. The report states: "The creation and adoption of a code of behavior by 83 junior high schools constitute a significant experiment in student democracy. School assemblies, classrooms, and student forums, were devoted to full and detailed discussion of the various articles in the Code and their implications for individual behavior."

## A High School of Champions

(Continued from page 88)

Students recognize the countless values of speech training and many, though they do not win contests, keep right on trying for the coveted first places. A large percentage of the adults in South St. Paul are foreign born. It is only natural, then, for the teen-ager, brought up in a home where the accents of the old country still cling, to want to speak better English. One boy of Mexican parents slurred English when he first entered extracurricular speech in his sophomore year. By the end of his junior year, he had won first places in the humorous reading events of four contests.

Besides being educationally valuable, extracurricular speech is fun, too. An outstanding example of a boy who enjoys speech activities is champion debater, Chester Taylor. With the exception of one other boy, he has participated in more rounds of speech contests than any other high school youth in the United States. Chester says the main reason why he first went into speech was "to learn how to feel at ease in front of people." "Most kids," he added, "go in for speech because they want to get rid of an inferiority complex or else just for the fun of it."

"No matter how poor a student's speech is when he signs up for speech activities in his freshman year," says Mr. Happe, "he will become a champion by the time he's a senior if he has worked hard and has the heartfelt desire to win contests."

One sophomore girl in her first year of competition had fuzzy enunciation, poor sentence construction, and a limited vocabulary. In her senior year, she carried off top honors in the 1946 State high

school oratory event. The South St. Paul speech department has witnessed several such examples of students who overcame speech defects and became speech champions.

Nine years ago when Mr. Happe first came to South St. Paul High School, there was one speech student. Now, thanks to his guidance, the school boasts winners in all types of public speaking events: debate; extemporaneous, original, and non-original oratory; and dramatic, humorous, and poetry reading.

Youthful speech champions at South St. Paul High School do not live from day to day like ordinary boys and girls—they live from tournament to tournament.

## A Curriculum Fable

C. D. FLORY

ONE time the animals had a school. The curriculum consisted of running, climbing, flying and swimming, and all the animals took all the subjects.

The Duck was good in swimming, better in fact than his instructor, and he made passing grades in flying, but he was practically hopeless in running. Because he was low in this subject he was made to stay in after school and drop his swimming class in order to practice running. He kept this up until he was only average in swimming. But average is acceptable, so nobody worried about that except the Duck.

The Eagle was considered a problem pupil and was disciplined severely. He beat all the others to the top of the tree in the climbing class, but he had used his own way of getting there.

The Rabbit started out at the top of the class in running, but he had a nervous breakdown and had to drop out of school on account of so much make-up work in swimming.

The Squirrel led the climbing class, but his flying teacher made him start his flying lessons from the ground up instead of the top of the tree down and he developed charley horses from over exertion at the take-off and began getting C's in climbing and D's in running.

The practical Prairie Dogs apprenticed their offspring to a Badger when the school authorities refused to add digging to the curriculum.

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At the end of the year, the abnormal Eel, that could swim well, run, climb, and fly a little was made valedictorian.

—*Secondary Workshop, University of Wisconsin, Summer, 1942.*

### Sophomores Entertain at Christmas Party (Continued from page 80)

limited period of time allowed. The idea was to give the Sophomores an opportunity to act as hosts in welcoming the Freshmen into high school and in orienting the Seventh Grade pupils, since they are housed in a separate building.

Invitation, entertainment, refreshment, decoration, arrangement, music and clean-up committees did their respective parts out of class time, except for activities that fitted into class work, such as the jobs done by the Industrial Arts boys and Home Economics girls.

### STATEMENT OF OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 25, 1912

of School Activities Magazine, published monthly except June, July, and August, at Topeka, Kansas, for September 11, 1946

County of Shawnee, State of Kansas, ss:

Before me, a Notary Public, in and for the State and County aforesaid, personally appeared C. R. Van Nice, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:  
Publisher: School Activities Publishing Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois.  
Managing Editor: C. R. Van Nice, Topeka, Kans.  
Business Manager: C. R. Van Nice, Topeka, Kans.  
2. That the owner is School Service Co., Inc., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: Harry C. McKown, Gilson, Knox County, Illinois; C. R. Van Nice, 1525 Washburn, Topeka, Kansas; R. G. Gross, 360 So. Ogden, Denver 9, Colorado; Harold E. Gibson, 511 No. Fayette St., Jacksonville, Illinois; Nelson Ives, 415 Kansas Ave., Topeka, Kansas; T. H. Reed, 802 Buchanan St., Topeka, Kansas; D. Raymond Taggart, 1209 Boswell Ave., Topeka, Kansas; Ray Hanson, Macomb, Ill.; Elizabeth M. Gross, 360 So. Ogden, Denver 9, Colorado; Service Print Shop, 1121 Buchanan St., Topeka, Kansas.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holders appear upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any

other person, association, or corporation has any interest direct or indirect in said stocks, bonds, or other securities than as so stated by him.

C. R. VAN NICE  
(Signature of Business Manager)

Sworn to and subscribed before me this eleventh day of September, 1946.

A. J. BASSETT

(Seal)

(My commission expires April 23, 1947)

## Comedy Cues

### A LESSON IN PATIENCE

Three boys entered a village confectionery. The rather gruff old proprietor said to the first boy, "What do you want, my boy?"

"A dime's worth of marbles, please."

The old man climbed a ladder, brought down the jar that contained the marbles, made up the packet and returned the jar to the shelf. Then he asked the second boy what he wanted.

"A dime's worth of marbles, please," was the answer.

"Why didn't you say so before?" said the old man irritably, as he went for the ladder again.

"Do you want a dime's worth of marbles, too?" he demanded of the third boy.

"No," replied the third boy.

The old man climbed to the shelf again, brought down the jar, made up the second packet of marbles, restored the jar to the shelf, and once more put the ladder away.

"Well, my boy, and now what do you want?" he asked of the third boy.

"A nickel's worth of marbles," came the answer.—*Balance Sheet.*

A mother was enrolling her 6-year-old son in kindergarten. The teacher, following the usual formula, brought out her records and began to ask questions:

"Does the boy have any older brothers?"

"No."

"Younger brothers?"

"No."

"Younger sisters?"

"No."

At this point the lad, who had grown increasingly unhappy and self-conscious put in a wistful word, "But," he said defensively, "I've got friends."

—*Marjorie Burtow in Oklahoma Teachers*

### FOR A HOME ON THE RANGE?

Woman Customer (in bank): "I would like to make a loan."

Bank Official: "You'll have to see the loan arranger."

Woman: "Who?"

Official: "The loan arranger. The loan arranger."

Woman: "Oh, you mean the one who says, 'Hi-Ho Sliver?'" —*Insurance Pictorial.*